

# CONSTRUCTION AND VALIDATION OF PROACTIVE ATTITUDE SCALE FOR ADOLESCENTS

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## ABSTRACT

The study is to construct and validate a proactive attitude scale (PAS). The scale has been constructed by Likert methods of summation to obtain a five-point judgment of strongly disagree, disagree, undecided, agree, and strongly agree on each item. The final tool has 35 items related to proactive attitude. Item analysis was done by the item-total correlation method. The constructed tool had a face and concurrent validity and the reliability was found to be 0.855.

**Keywords:** Construction, Validation, Proactive Attitude Scale, Adolescents.

## Introduction

The world has three styles of humans said, Newbern. J (1979): people who build things happen, people who watch what happens, and who wonder what happened. The extent to which the behavior of individuals is proactive. This word has entered human life management in a very massive method. Individuals everywhere are exhorted to "be proactive," and attitudes are urged to decide their future proactively. Proactive is acting in anticipation of future issues, needs, or changes, controlling a state of affairs by creating things happen or being ready for future issues. Being proactive refers to anticipating what would possibly happen, pre-plan ahead, making ready earlier, and acting ahead rather than merely reacting to circumstances. A proactive attitude helps to manage simply with the everyday affairs of life more. It brings confidence into life and makes it easier to neglect worry and negative thoughts. Further, it will bring useful changes into life, and make it advantageous, powerful, and more winning, with a proactive attitude, see the powerful side of life, become confident, and really the best to happen. It is definitely a state of mind that is health worth improving.

## Objective of the Study

The objective of the study is to construct and validate the proactive attitude scale for Adolescents.

## Need for measuring proactive attitude

Proactive attitude is an administrative characteristic that has an impact on incentive and action. It is confidence in the wealthy potential that can be made to recover oneself and one's environment (Krishnamoorthy, V. 2014). The

following Proactive Attitude Scale constructed and validated by various researchers were referred to: (1) The Proactive Attitude Scale (1997) (2) the Proactive Attitude Inventory (1999) (3) The Proactive Coping Inventory (1999) and (4) the Proactive Decision making (2016). These tools ensured the researchers constructed a Proactive Attitude Scale as these tools are not suitable for the present study.

## Construction of proactive attitude scale

In order to construct the tool at the preliminary stage, the investigator referred many books, consulted experts, who are familiar with the attitude in various fields, and also reviewed literature, and referred online resources, and finally gathered information regarding proactive attitude. As many as 100 items were framed with different dimensions. In consultation with the experts, some of the repeated items were deleted and hence the draft tool had 80 items.

## a) Pilot Study

After the construction of the proactive attitude scale, the investigators decided to administer the tool. The tool

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with 80 items was administered to 100 adolescent students randomly chosen from Senthil Murugan Government Girls Higher Secondary School, Tiruchendur in the Thoothukudi district. The adolescents were asked to tick their responses to the given statements in the given space. The filled-up questionnaires were collected and scored in the order of 1 to 5. Scores obtained by each individual were used for item analysis.

**b) Item analysis**



The total score of Proactive attitude ranges between 80 and 400. Item total and the sum of each individual score were calculated and item-total correlation was found. The Item Total Correlation's value below 0.2 was deleted from the tool. Thus 45 items were removed from the tool. The final draft consists of 35 items. The items analysis for PAS was given below.

**Table1  
Proactive Attitude Scale**

Item No	$\gamma$ value	Remarks	Item No	$\gamma$ value	Remarks	Item No	$\gamma$ value	Remarks	Item No	$\gamma$ value	Remarks
Item1	0.1984	Detained	Item21	0.327	Selected	Item41	0.1444	Detained	Item61	0.3243	Selected
Item2	0.349	Selected	Item22	0.2784	Selected	Item42	0.3025	Selected	Item62	0.3671	Selected
Item3	0.3143	Selected	Item23	0.3157	Selected	Item43	0.0858	Detained	Item63	0.2554	Selected
Item4	0.2569	Selected	Item24	-0.0227	Detained	Item44	0.1244	Detained	Item64	0.547	Selected
Item5	0.146	Detained	Item25	0.1606	Detained	Item45	0.4549	Selected	Item65	0.4194	Selected
Item6	0.146	Detained	Item26	0.0757	Detained	Item46	0.1199	Detained	Item66	0.1094	Detained
Item7	0.2629	Selected	Item27	0.1173	Detained	Item47	0.3029	Selected	Item67	0.4018	Selected
Item8	0.1498	Detained	Item28	0.3694	Selected	Item48	0.1376	Detained	Item68	0.1032	Detained
Item9	0.1426	Detained	Item29	0.1913	Detained	Item49	0.1476	Detained	Item69	0.1334	Detained
Item10	0.0796	Detained	Item30	0.4818	Selected	Item50	0.1201	Detained	Item70	0.332	Detained
Item11	0.0968	Detained	Item31	0.3204	Selected	Item51	0.3392	Selected	Item71	0.256	Detained
Item12	0.1845	Detained	Item32	0.268	Selected	Item52	0.2772	Selected	Item72	-0.0766	Detained
Item13	-0.0961	Detained	Item33	0.1087	Detained	Item53	0.1096	Detained	Item73	-0.0321	Detained
Item14	0.0941	Detained	Item34	0.3886	Selected	Item54	0.3866	Selected	Item74	0.1405	Detained
Item15	0.1234	Detained	Item35	0.5079	Selected	Item55	0.1481	Detained	Item75	0.1222	Detained
Item16	0.2893	Selected	Item36	0.4311	Selected	Item56	0.228	Detained	Item76	0.1029	Detained
Item17	0.1801	Selected	Item37	0.1314	Detained	Item57	0.1424	Detained	Item77	0.346	Selected
Item18	0.4025	Selected	Item38	0.1102	Detained	Item58	0.4407	Selected	Item78	0.1435	Detained
Item19	0.4085	Selected	Item39	0.0303	Detained	Item59	0.4345	Selected	Item79	0.5192	Selected
Item20	-0.0079	Detained	Item40	0.2047	Selected	Item60	0.1297	Detained	Item80	0.3193	Selected

### c) Establishing the Validity

The validity of the tool can be found in different methods. For the tool, PAS, the investigator established the face and concurrent validities.



#### Face validity

The tool PAS was given to the subject experts in the field of education and their opinions were obtained. Necessary rewording and rephrasing of the items in the scale were done with the help of the experts.

#### Concurrent validity

The final tool of the proactive attitude scale with 35 items has been administered to 100 adolescent students of Senthil Murugan Government Girls Higher Secondary School, Tiruchendur of Thoothukudi district. In addition to the self-made tool of proactive attitude scale, the standardized tool Ralf Schwarzer Proactive attitude Scale with 8 items was administered to the adolescent students in order to establish the concurrent validity and the correlation between two scores was found by Pearson Product Moment Correlation. The value of concurrent validity is 0.85543.

### d) Establishing Reliability

#### Test and Retest Method

To find out the tool reliability, the draft tool with 35 items was administered to the randomly selected 100 adolescent students of Senthil Murugan Government Girls Higher Secondary School, Tiruchendur of Thoothukudi district. After 10 days of intervals, the same tool was administered to the same group of adolescents from the same school. After the collection of the data, the correlation between the two scores was found. The reliability coefficient was found to be 0.8128.

#### Final Tool

The final tool contained 35 items which were 5 items for prediction, 9 items for prevention, 7 items for planning, 9 items for participation, and 5 items for performing respectively. The responses to the tool were comforted on a 5-point scale of strongly disagree, disagree, undecided, agree, and strongly agree on each item. The responses were given a score of 1, 2, 3, 4, 5 for negative statements and 5, 4, 3, 2, and 1 for positive statements.

Sl.No	ITEMS	1	2	3	4	5
1	Before beginning an activity, I can guess the upcoming problems or any disturbances.					
2	I can conjecture my classroom activities before the commencement of class.					
3	I can not guess the questions for the exam while learning the content of the subject.					
4	I can predict the person who will get the first mark in the public exam.					
5	I pursue my education only after predicting my future profession.					
6	I can find out the cause of the problem and prevent it wise not happen again.					
7	I will point out the problem to my friends and prevent them from getting into trouble.					
8	I avoid revealing my shy behavior in front of my teachers.					
9	In my leisure time, I will not do any activity that seems to be hard.					
10	I can control my emotions when I am being ridiculed by friends.					
11	I will not prevent violent behavior in my classroom.					

12	I block the activities which are bringing distractions to my attention in the classroom.					
13	I detect and prevent activities that are beyond my ability.					
14	I avoid taking unnecessary leave for school.					
15	In each learning session, prepare well all the necessary things and I reconsider the subjects in advance that I am going to learn.					
16	When I learn the whole content, I will divide it into small parts and allot specific time for each small content.					
17	I plan my activity based on the impact of my experience.					
18	If an interruption occurs while my project is in progress, I will not plan an alternative program to fix that interruption.					
19	I plan sufficient study time for each subject.					
20	When I schedule any event, I will also plan to minimize the risk.					
21	My planning will make a way for further progress.					
22	I will always take part in school sports day.					
23	When admitting my mistakes and will not continue to give my contribution.					
24	I would feel that the beauty of a competitor must be accepting both success and failure.					

25	I pay my full share of my school achievement.					
26	My contribution will be a role model for my friends.					
27	My contribution to any school activity is not based on interest.					
28	In the positive struggle of my friends, my participation will be paramount.					
29	In order to enhance my value in the community, I will participate in any issue.					
30	I will not miss my participation in any event that takes place at the school.					
31	I am willing to take responsibility after choosing a task.					
32	I would like to insist on some sort of innovation in every work I do.					
33	I often evaluate the work so it will be done better and more efficiently.					
34	I will always find ways to work over obstacles and finish the job successfully.					
35	I will wait until others do my job.					

**Conclusion**

The investigators constructed and standardized a tool for a proactive attitude. This tool can be used by all the researchers to find out the proactive attitude and to analyze the various factors associated with it so that the necessary steps can be taken to overcome the barriers. The investigators believe that this proactive attitude scale will be beneficial for school adolescents.

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education. It is proved by their responses relating to the statements regarding theory and practical classes. Moreover, their achievement and attendance in practical education are better than theoretical education. All hypotheses are proved in this research.

Educational implications: In our existing teaching program there is a lack of intimate relationships between teachers and students. It is unfortunate that the main emphasis is given to theoretical aspects rather than practical ones. Students' interest is more in creativity, new ideas, and experimentation which is possible through practical education. Moreover, students are conscious of practical education because they like to gain sensory experience through physical activity and manipulative skills. So importance should be given to practical education by which students observe and experience activities related to the subject matter which they are to learn. So, it is realized that emphasis should be given to practical approaches in education to bring efficiency to teaching-learning programs.

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